



St. Chad's Catholic Primary School



Accessibility Plan



Accessibility Plan

St Chad's endeavours to promote a welcoming community based on trust and mutual respect, where all individuals feel that they are all valued and belong.

We develop our spirituality through prayer, reflection and celebration whilst living out our Catholic faith.

As a community of learners, we dedicate ourselves to enabling each individual to achieve their full potential.

We seek to develop confident, independent, enthusiastic and creative lifelong learners within a caring, safe and supportive environment.

As we journey together with Christ, we seek to explore the joy and wonder of learning through celebrating God's love in our lives.

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Aims of the Accessibility Plan

This Plan outlines how the School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This Plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

This Plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment/significant alterations or new build.

The Accessibility Audit

To assist in the development of the Plan and the identification of key issues the School will undertake an Accessibility Audit – at least once every three years. A template for the audit is attached at **Appendix 1** and covers the following three areas:

- **Access to the curriculum** – the School will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the School will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the School will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities

- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The audit should be used as a standalone tool to prompt investigation and review and need not be published with the Accessibility Plan.

The findings from the audit will, however, be used to identify the broad issues to be addressed and the actions to be taken to improve access.

All actions will be carried out in a reasonable timeframe. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
Children with complex SEN need to access individualised curriculums	Effective use of school areas to ensure 'quiet, sensory areas. Effective resources and specialised equipment to develop individual needs	Head teacher / SENCO	Summer 2026	Training for medical equipment, intimate care policy and staff trained. Training from SALT/ASD/Cognition & Learning etc. Access to CPD & training with school EP Outreach support from EYFS Ongoing guidance from outside agencies e.g. SALT, OT.
Pupils with SEND require additional support in class	Intervention training for support staff	SENCO	As and when needs arise	Support staff able to work with increased knowledge and provide appropriate resources for pupils
Pupils have medical needs which requires intervention/medication	Staff trained to meet individual medical needs of pupils where applicable.	Head teacher	As and when needs arise	Staff completed training for specific needs. E.g. Epi pen training and diabetes awareness training for relevant staff in line with pupil needs

School trips do not always take into account pupils with complex SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers/Head teacher / SENCO	Summer 2026	Planning of school trips takes into account pupils with the most complex SEND
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Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
EYFS children needing intimate care have inadequate facilities	Consider purchase of changing table and area to store it	HT/SENCO	Summer 2026	Adequate changing facilities for children in EYFS is established.
Small building with different flooring surfaces and equipment	Awareness of flooring, furniture and layout in planning for all pupils in particular those with additional needs. Consideration of ramp into 'the keep'	HT	Summer 2026	Maintain safe access around internal areas of school building

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
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Written information is not always accessible to parents in different formats	Provide written information in alternative formats upon request. Upload fortnightly newsletter to Facebook and email to parents. Provide translated documents where appropriate. Continue to improve availability of information for parents	HT/ SBM	Summer 2026	All parent well informed of school communications.
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Accessibility Audit

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors Lead have disabilities, both inside its buildings and on its grounds.

How to use this audit

The audit will be carried out at least once every **3** years. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**. Guidance notes are attached at the end of the audit to help prompt enquiry. Actions should be collated into broad issues for carry over to the Accessibility Plan.

An audit for all types of disability

While conducting this audit, schools should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Name of school	Date of audit
St Chad's Catholic Primary	6 th June 2026

Audit completed by	Role
J Ellison	HT

ACCESS AUDIT

Feature <i>For example:</i>	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
Access to the curriculum – See guidance note 1				
Access to the curriculum	All children have access to a broad and balanced curriculum. Children with complex needs access an individualised curriculum	Consideration to be taken if a child had mobility issues or a visual or auditory difficulty.	Leadership	Ongoing
School trips do not always take into account pupils with complex SEND	Children with complex SEN do not always access school trips due to health and safety. This would require additional members of staff which is often not possible.	Needs of pupils with SEND are incorporated into the planning process	Teachers/ HT	Summer 2026
Access to the physical environment – See guidance note 2				
Corridors & Doors	All corridors are suitable in size to accommodate wheelchair access. Staff are proactive in ensuring that corridors remain clear of obstructions.	Caretaker to maintain site checks to ensure that all areas are clear of obstruction and spillages at all times.	Caretaker	On-going
Car Park and School Grounds	On-site car parking for staff and visitors includes dedicated disabled parking bay	Monitor disabled bay and ensure that they are used for their intended purpose.	Leadership / caretaker	On-going
Entrances & Reception	Front entrance to school is ramped with automatic wide doors. Rear entrance is flat however once inside floor level changes with a deep step that does not have a ramp.	Caretaker to maintain site checks to ensure that all entrances are accessible. Consideration of permanent or movable ramp to access ‘the keep’	Caretaker	On going
Toilets	The School has a disabled toilet sited in the main corridor	Maintain cleanliness of the facilities	Caretaker	Ongoing
Means of escape	The School has internal emergency signage and escape routes are clearly marked. Emergency signage and escape routes have	Checks and monitoring to continue.	Caretaker	On-going

	been updated as part of our fire safety and door replacement project.			
Emergency lighting (internal and external)	School has internal and external emergency lighting to provide clear and well-lit access.	Checks and monitoring to continue.	Caretaker	On-going
Fire doors	All doors are compliant	Checks and monitoring to continue.	Caretaker	On-going
Access to information – see guidance note 3				
Internal signage	The school has internal directional signage identifying key areas	Monitor	Leadership	On-going
Communication	School uses a range of methods to communicate with parents, email, social media, paper copy versions of letters & newsletters. Different formats may be requested where necessary	Alternative arrangements can be made on an individual basis, upon request	Leadership/SBM	On going

Guidance Note 1 – Access to the curriculum

1. How does the school enable all pupils to have access to the full curriculum without hinderance including PE, drama and music?
2. How do staff adapt lesson plans so that all pupils can participate and reach their full potential?
3. How does the school ensure that all pupils have access to extracurricular activities and are able to participate in school trips?

Guidance Note 3 – Access to the physical environment

1. How has the school made sure that access routes, entrances (including reception), doors and corridors are wide enough for wheelchair users and those with ambulatory difficulties to have room for manoeuvre? Are ramps and power assisted doors used where appropriate?
2. Are accessible toilet and changing facilities available for people with disabilities?
3. How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls, classrooms, staff rooms and offices and to have adequate room to manoeuvre?
4. How has the school made sure that floors & lighting are suitable, and that tactile signs are used for those who are visually impaired or who have physical disabilities?

5. How does the school make sure pupils with hearing impairments are notified when the school bell rings and are induction loops and couplers provided?
6. Are means of escape fully accessible including from upper floors and is the fire alarm visual as well as audible including inside toilets.

Guidance Note 3 – Access to information

1. Are relevant areas of the school clearly signed for those with visual impairments and disabilities, such as autism or dyslexia?
2. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils who may have difficulty with standard forms of printed information?
3. Do you have the facilities, such as ICT, to produce written information in different formats?
4. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?
5. How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?